Faculty Support/Development Final Report
Outline

Charge: "Develop a set of recommendations for ways to support faculty success in first year courses."

Recommendations
Please list your working group's recommendations in prioritized order. State each recommendation succinctly in one to three sentences. For each recommendation provide a brief one paragraph description of the action your group is proposing.

1. **Professional development and support for instructors**

Pre-instruction: Compensate full, part-time, and grad student instructors to attend pre-semester orientations to teaching at UMaine held early enough to provide them time to learn about the University and prepare their courses with the services and systems available.
During instruction: Develop and support practices and protocols for formative peer support of first-year, large-enrollment classes designed to improve teaching rather than to inform tenure and promotion. Compensate all faculty teaching first-year, large-enrollment courses to participate in Communities of Practice/Faculty Learning Communities.

2. **Sustained, structural support for efforts to improve teaching in large-enrollment, first year service courses**

Commit resources so that faculty willing to convert first-year, large-enrollment courses to formats proven to be more effective for student learning can be assured that the resources they need will be available beyond the initial semester. This would include, for example, Maine Learning Assistants (MLAs) and TAs, Active Learning Classrooms (ACLs), instructional design support, communication and collaboration technologies specific to the demands of large classes, as well as assistance with the collection, analysis, and dissemination of learning data and related evidence. Beyond the first year courses, support for on and off-campus professional development for faculty focused specifically on teaching. For instance, schedule an event or regular time for all faculty to focused on professional development relating to teaching and learning. Support faculty travel and other methods for faculty to learn about teaching practices from other colleges and universities.

3. **Provide abundant opportunities for students to learn in active, engaged settings.**

Increase the number of MLAs and TAs in large enrollment first-year courses thereby reducing the student:teacher ratio and allowing for improved instructor-student and student-student communication. Provide support for training in instruction to all TAs and MLAs. In addition,

provide formal courses (and tuition support) and informal communities and related support for all grad students to learn about pedagogy and assessment theories and practices. Assist and support faculty working with MLAs and TAs through the use of instructional designers, professional development opportunities, peer mentoring, and peer observations. Continue to increase the number and types of Active Learning Classrooms (ACLs) as well as provide training and support for faculty teaching in them.

Background/Rationale (Limit 5 pages)
Please provide the background information needed to understand the rationale for your recommendations. In the charge to your working group you were provided a set of questions to consider as you completed your work. These questions can be used as a guide to this section of your report but you are not required to respond to each question.

Define terms:

High enrollment: many student distributed in few or many sections
Large enrollment: 50+ students in a course section
First Year Courses: 100 level courses with primarily first year students

Charge of the Faculty Support/Development Working Group:

1. Who are the faculty who teach first-year courses?
2. What can be done to help prepare faculty for teaching first-year courses?
3. What ongoing professional development can be made available for faculty who teach first-year courses?
4. What resources (i.e. technical, human) are needed to support teaching in first-year courses?

The faculty who teach high-enrollment first-year courses range from first-semester MA candidates to tenured faculty.

High-enrollment courses by instructor type (Fall 2015 - Spring 2018 combined)														
Courses	Total	Tenured faculty		Tenure-eligible faculty		Non-TTE regular		Non-TTE temporary		Other instructors		Graduate assistants	
		Sections	%	Sections	%	Sections	%	Sections	%	Sections	%	Sections	%
Low success rates*													
CHY 121	23	2	9%	0	0%	17	74%	4	17%	0	0%	0	0%

MAT 122	39	0	0%	0	0%	26	67%	13	33%	0	0%	0	0%
MAT 126	52	4	8%	2	4%	44	85%	1	2%	1	2%	0	0%
MAT 127	29	4	14%	2	7%	23	79%	0	0%	0	0%	0	0%
PSY 100	32	2	6%	9	28%	2	6%	19	59%	0	0%	0	0%
High success rates													
CMJ 103	124	0	0%	0	0%	5	4%	47	38%	1	1%	71	57%
ENG 101	227	3	1%	3	1%	11	5%	91	40%	1	0%	118	52%
HON 111	75	24	32%	5	7%	8	11%	32	43%	6	8%	0	0%
HON 112	66	18	27%	7	11%	7	11%	30	45%	4	6%	0	0%
MUL 101	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%

These data do not *include graduate assistants involved in associated recitations or laboratory sections.*

Total numbers and percentages of the whole indicate the three largest categories are:

- Non-Tenure Track Eligible Regular
- Non-Tenure Track Eligible Temporary
- Graduate Assistants

For this reason, we propose that in addition to the professional development and material support for instruction available to tenured and tenure-track faculty on an ongoing basis, the **University also provides systemic and pedagogically targeted support for all instructors teaching high-enrollment first year courses, including grad student instructors, part-time instructors, and all non-tenured instructors.**

To do this, and given the population we need to serve, we recommend providing substantial professional development and support for instructors. Importantly, we recommend providing this before they teach UMaine classes as well as on an ongoing basis. Efforts provided prior to instruction would include dedicated time for instructors (new and returning) to get training about their course organization, the curriculum, available teaching technologies, and strategies. This teaching orientation would require compensation for all instructors (including graduate students), or modification of contractual start dates to require participation. In addition, we would need to schedule the training in concert with departmental and University wide orientations for new faculty.

Ongoing, coordinated support efforts for these instructors would insure that all are aware of and working towards the institutional values and goals of student success and retention in their course. In addition to coordinated workshops and training by CITL, the RiSE Center, The Rising Tide Center, Fogler Library, The Graduate School and others, we propose building a formal educational development program coordinate by CITL and other interested partners in the form of a Faculty Learning Community. This ongoing support will provide shared pedagogical,

management and assessment strategies, incorporate teaching observations, video, and reflections, and coordination of peer mentoring opportunities on working with technologies, classroom types, MLAs and other teaching variables.

The University needs additional measures of teaching effectiveness independent of the promotion, tenure or evaluation process to insure that faculty can develop and adopt new strategies. Practice and protocols for formative observations of teaching in first-year, large-enrollment classrooms, recitations and laboratory sections would become a normalized practice. These formative observations would then be integrated into the Faculty Learning Community, while recordings will generate a library of student-centered practices and practitioners on campus. These faculty also need financially supported opportunities to learn from education research on campus as well as from other colleges and universities.

To ensure that all instructors teaching first year large enrollment courses can take advantage of these resources and collaborate with one another, the University should schedule the large enrollment courses to ensure a shared block of time available to these faculty members. This shared time allocation could be later adopted campus-wide. Similarly, faculty large-enrollment first-year courses could benefit from course-release awards for pedagogical research and/or course development.

In the context of University's efforts to increase graduate enrollment, the University could address some of the needs for training TAs by funding PhD. candidates to serve as TAs prior to research funding and raise the prestige of TA awards (e.g. University funds teaching experience, grants fund research). As evidence that graduate students appreciate their need for these kinds of experiences, in spring 2019 CITL experimented with offering the University's first Graduate Teaching Academy. We expected only a small handful of students could take time and make the effort to attend monthly meetings to discuss pedagogy. Over 115 applied to join. We created two cohorts of 20 students each. [See Carnegie Initiative on the Doctorate: http://gallery.carnegiefoundation.org/cid/]

In addition, to providing expanded professional development and support to faculty as well as compensating them for participating, the University needs to provide sustained, structural support for efforts to improve teaching in high-enrollment, first-year service courses as well as all other courses.

For instance, all instructors could take advantage of a standard, campus-wide reserved time for all faculty on campus to focus on professional development relating to teaching and learning. All faculty could also benefit from access to professional development resources focused on teaching that supported travel to conferences which had teaching-specific tracks.

Approaches to improving teaching that have a long history of research supporting them, including research and practice on the UMaine campus, demonstrate that engaging students in active learning via such strategies as flipped instruction, engaging undergraduates in research, project-based learning, as well as experiential and service-based learning results in positive

teaching and learning outcomes. Two areas where the University has engaged in multi-year pilots, the Maine Learning Assistants (MLA) program and Active Learning Classrooms (ACL) provide good data on how to succeed. But they also demonstrate the needs to convert pilots into sustained practices with nuanced options (e.g. some portion of active learning classrooms would work well without much technology).

Specifically, converting the format of course from an under-performing format to an engaged, active format takes work on the part of a faculty member. When resources which facilitate active learning are available for a finite period (as is the case with MLAs) or on a semester-by-semester basis (as is the case with ALCs), faculty can be reticent to undertake the effort of changing their courses. Of course, making such resources available and highly effective on an ongoing basis will take coordination, training, management,

Other areas of structural support need to launch and sustain improvement to high-enrollment first-year courses include the University's ability to gather, analyze, and disseminate evidence (data) on learning and, most importantly, the impact on student success of variables such as MLAs, ACLs, pedagogical strategies, faculty support and preparation, faculty load, and more. Put briefly, the University now has admirable data about student backgrounds and academic preparation, but has little data on instructional practices or variables impacting teaching. Once gathered and prepared, students, faculty, academic advisors, departments, colleges, and the University can use such data to inform practices, approaches and behaviors.

Similarly, the University could modify approaches to such things as communication, collaboration, and scheduling tools, and information strategies specifically to support large-enrollment courses. For example:

1. Course-based email accounts and calendars to help faculty manage communication with 100+ students
2. 1-1 assistance planning and setting up Bb, clickers, etc.
3. Instructional Design work with faculty on courses
4. Services to support large group communication and collaboration
5. Focus on deliberate choices of platforms, publishers, and such so that faculty and students can focus on learning content and skills rather than mastering the nuances of multiple learning management systems, clicker platforms, scheduling platforms, etc.
6. Database of frequently asked questions with AI bots that filters and provides answers

Resource Information (optional)

Target Outcome: Professional development and support for instructors

New Resources/Priorities	Contributing Activity
Fund or prioritize expanded CITL support **.5 FTE** Compensate and/or account in T&P all teaching related professional development by full and part-time faculty. **$1000.00 per individual/year (max)**	Develop Faculty Learning Communities specifically to support faculty teaching large enrollment first year courses to facilitate implementation of support structures, use of teaching and learning data, and informed by research.
Compensate new and returning instructors for pre-semester orientation with focus on teaching/advising (with enough time before the beginning of the semester to make a difference) **$1000 per individual** Resources to create video-taped examples (e.g. classroom types, MLAs, etc.) and provide faculty with video of themselves teaching. **.25 FTE video production/post production**	Provide new faculty teaching 1st year courses at UMaine a targeted orientation related to teaching practice
Fund/prioritize CITL, RISE Center, others to create protocols and to provide workshops on peer observation practices. **.25 FTE**	Develop standard formative observation protocols for all classrooms independent of P&T Develop practices and protocols for peer observations of first-year, large-enrollment classes

Target Outcome: Sustained, structural support for efforts to improve teaching in large-enrollment, first year service courses

Secondary Efforts		Tertiary Efforts	
New Resources/Priorities	**Contributing Activity**		
New service responsibility for faculty and/or new priority for a group such as CITL	Create Advocacy Body/Entity for FY Courses	Prioritize for IR and/or create positions focused on collecting and analyzing teaching and learning data (real-time teaching and learning dashboards for faculty and students) **.5 FTE for one year, .1 FTE ongoing Database Developer for initial creation and ongoing management** **.5 FTE for one year .1 FTE ongoing Report Writer Software/Service such as Tableau for Business Intelleigence and Analytics reports and dashboards**	Collect, Analyze, Share Data About Student Learning, Faculty Teaching
Course-based email accounts		Prioritize for IR, CITL, RISE Center and or create a position to collect and synthesis UM faculty research that could inform teaching practices used in 1st year courses and research efforts related to 1st Year Retention efforts at other universities and collaborate with faculty workshops and training **GA**	
Prioritze and/or fund CITL Faculty Support, Faculty Training, and Instructional design support for 1-1 assistance planning and setting up Bb, Kaltura, clickers, etc. **.25 FTE Faculty Tech Support**	Provide focused communication, information management, and instructional technology strategies and tools and support for faculty teaching large enrollment classes		
Fund research and deployment of tools and services to support information life cycle in 1st year courses			
Focus on and fund deliberate choices of platforms, publishers, etc. to support large and multi-section 1st year courses			

Commission the creation of a database of frequently asked questions			
Prioritize CITL Instructional Designers work with faculty on 1st year courses **.5 FTE Instructional Designer**			
Prioritize and/or fund support for administrative tasks in large enrollment classes			
Fund basic equipment for teaching (e.g., laptops, webcams) for lecturers/adjunct faculty associated with high enrollment/high DFW courses **$1,200 approx per instructor, gear remains property of UM and has a 4 year life span**			

Target Outcome: Provide abundant opportunities for students to learn in active, engaged settings.

Secondary Efforts		Tertiary Efforts	
New Resources/Priorities	Contributing Activity	New Resources/Priorities	Contributing Activity
Fund or prioritize expanded CITL and RISE Center support of MLA program **1 FTE Coordinator**	Mentoring for faculty use of MLAs	Increase funding for TAs/MLAs and transition MLA program from pilot to standard practice	Increase capacity for active learning pedagogies in large enrollment classes and work with faculty to help make best use of them.
Fund or prioritize expanded CITL support of the GTA **.5 FTE Coordinator Workshop Leader**	Continue and expand Graduate Student Teaching Academy		
Prioritize TA teaching support above their research support, travel, etc. for TAs teaching or supporting 1st year courses **.25 FTE Coordinator**	Pre-Semester TA training	Fund some number of PhD. candidates to serve as TAs prior to research funding	
Fund or prioritize expanded CITL support **.25 FTE Trainer**	Train faculty, TAs, and MLAs teaching in ACLs	Fund the development of additional ACLs and transition faculty assignment to them from pilots to standard resource	
Fund faculty grants to support innovative educational research approaches **$12,000/year**	Create grant opportunities for all faculty regardless of rank to learn of educational practices and disseminate their teaching innovations		